DOCUMENT RESUME

ED 374 794 IR 016 853

TITLE	CNN Newsroom Classroom Guides. March 14-31, 1994.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Mar 94
NOTE	58p.; Videos of the broadcasts can be ordered from CNN. The March guide begins with the middle of the month with March 14, 1994. For guides for April through September 1994, see IR 016 854-859.
AVAILABLE FROM	Available electronically through gopher at: askeric@ericir.syr.edu.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of March provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) Bophuthatswana, Best Quest, language immersion, Bosnia diaries, Nepal, Japanese bowling, sport terminology, South Africa, education in Nicaragua, rent-to-own, peace in the Middle East, sign language and gorillas, Space Shuttle Columbia, careers, and monks and music (March 14-18); (2) Bosnia, Junior Achievement in Gambia, careers, satellites, empty churches in Britain, information superhighway, Italian elections, business ownership, assassination of Mexican presidential candidate, lake simulator, resurgence of poetry, and employment interviews (March 21-25); (3) smoking, AnimAction, endangered orangutans, telecommuting, violence in South Africa, women in Russia, children's soccer, unemployment in France, Bosnia, Whitewater investigation, female weightlifting, and weather (March 28-31). (JLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 374 794

CNN Newsroom Classroom Guides. March 14-31, 1994.

by Turner Educational Services

IR016853

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

L. C. Pugliese

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Monday, March 14, 1994

ANCHOR DESK

Inside the Turner MultiMedia Science and Health Catalog, you will find the very best in educational videos, video subscriptions, laserdiscs, and books! Call 1-800-742-1096 to request yours today!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The government of Bophuthatswana has been deposed.	3:55
HEADLINES	3	MORE ATTACKS AT HEATHROW... CROATS AND MUSLIMS FORGE BOSNIAN ALLIANCE...	1:00
NEWSFACT	4	Number of non-native languages spoken per student in different countries...	1:00
FUTURE DESK	5	Language immersion is an educational wave of the future that one school is using today.	2:50
NEWSDATE	6	On this date...1879...1933...	:20
OUR WORLD	7	The goal of Best Quest is to motivate students to achieve their goals.	3:15
SCIENCE KIDS	8	There are forty finalists in the Westinghouse Science Contest...	1:00
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

stabilization ANC Nelson Mandela Best Quest motivate

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - BOPHUTHATSWANA

1. Why are many Bophuthatswanans happy to see South African troops in the streets? Under whose mandate and for what purpose have the troops returned to the region? What is to become of the President and government of the region? Why is the region no longer considered "enemy territory" for the ANC? Who was or is the enemy? Discuss.
2. What is a homeland? What was the purpose and intent of the Apartheid South African government in granting independence in the 1970s to Bophuthatswana, Transkei, Ciskei and Venda, four of the established homelands? Group students and distribute the RESOURCE (pg 4.) Using the RESOURCE as a model have groups:
   a. Choose one of the homeland territories to research.
   b. Research the people, political organization and economy of their chosen homeland.
   c. Compare their research with the information given about Bophuthatswana on the RESOURCE.
   d. Determine why the homelands, including Bophuthatswana, were originally created by the South African government.

   Reconvene the class and share information. Given the plurality of different races and cultures that live in South Africa, discuss with students what might be some of the consequences for the homelands of the "invasion" of Bophuthatswana and of the general elections that will, in effect, end their existence.
3. Why was President Mangope deposed? How has Nelson Mandela responded to the news? What might be the response of other South African regional and political leaders to the deposing of President Mangope? Why? Explain.

OUR WORLD - BEST QUEST

4. What is "Best Quest"? Explain how the program works. Why do local businesses support this program? How have the students at Chattooga High responded to Best Quest?
5. Do you think Best Quest is a good program? Explain. Would you like to participate in a similar program? Why/Why not? Can you think of any negatives that might be associated with this kind of incentive program? Explain.
6. How would you explain the term "motivation"? Have groups of students use psychology texts and other resources to locate information about motivation and share their information with the class. Invite a local psychologist or psychiatrist to explain the different kinds of motivation and the ways that humans are motivated to perform. Ask students to evaluate their own behavior: What is your incentive to do your best academically, in sports, in music or in any other areas where you excel? Discuss.

```
***** *   * ***** *   * *****  *****
*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  LANGUAGE IMMERSION
```

1. BEFORE VIEWING: Do you think that knowledge of another language might be helpful to you in the future? Explain. What methods would you use if you wanted to learn another language? What methods do you think might work best? Why?

2. AFTER VIEWING: What is the FLICS program? How does language immersion work? How is language immersion different from the traditional methods of learning languages? Do you think the program is a good idea? Why/Why not?

3. According to the video, why are some students in this program interested in learning other languages? Are there any languages that you think might be especially helpful to you in the future? Explain. If you were in charge of designing a curriculum that would equip high school students with the academic "tools" needed to be successful adults, would you include any languages? Why/Why not?

4. How are languages taught currently? What changes might make their instruction more effective?
   a. Divide students into groups. Tell each group that its task is to teach a 10-15 minute lesson so that the rest of the students learn a few words or phrases in one particular language (the group's choice). Groups may consult language teachers and any other resources and must prepare the lesson in advance.
   b. Give groups ample time to coordinate and practice.

   After all lessons are presented, ask the students to recall any words or phrases that they learned. Which lessons were most effective? What was it about those lessons that helped students learn? Discuss.

5. Working in small groups, have students consult local colleges in your area to find out if they have "language houses" on campus. If so, have each group interview a student who lives in one of these houses. Play a recording of the interview for the class or invite the student to speak to the class about the language house experience. Students should ask the language house student how the concept works, what the "rules" are and what residents learn from their experience. In what way is living in a language house a form of language immersion? Discuss.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

language immersion FLICS Ellis Island fluent tongue-tied

```
*****  **    **    *                                  March 14, 1994 (4)
*      * *  * *  * *
*      *  **   * *
********    **    ** STUDENT RESOURCE:  BOPHUTHATSWANA
```

Bophuthatswana (pronounced Bah-poo-tahts-WAH-nah, also known colloquially as "The Bop"), is comprised of 7 non-contiguous states in north-central South Africa.

CAPITAL: Mmabatho POPULATION: 2.13 million (1992) LANGUAGE: Bantu

HISTORY
Bophuthatswana was declared an independent country by South Africa on December 6, 1977. The state was set up as an official homeland for the Tswana people of South Africa. No nation, other than South Africa, recognizes its sovereignty.

PEOPLE
The Tswana (pronounced tswah'-nuh) are a Bantu-speaking people comprising several tribal groupings each. According to oral tradition, they are descended from a common ancestry. Traditional economic practices include cattle raising and subsistence farming. Tswana society is stratified under an elaborate system that recognizes a hierarchy based on birth, wealth and family social position. Politically, every strata of Tswana society is represented through a network of district headmen and local councils.

ECONOMY
The domestic economy of the region is principally agrarian, producing maize, sorghum and cattle. Much of this economy is seriously disrupted by the periodic migration of large numbers of male workers to work as wage laborers in the industrial and mining centers of South Africa. Bophuthatswana has considerable mineral resources, including chromium, nickel, copper, manganese, vanadium and asbestos. Bophuthatswana produces 30% of the world's platinum. The region's economy is dependant on South Africa for a substantial part of its income -- estimates range from 22 to 60%. The region has managed to diversify its economy to some extent, creating tourist resorts such as Sun City. However, because there is little available employment within the region, over two-thirds of the inhabitants hold jobs in white areas.

POLITICS
Until South Africa's re-annexation of Bophuthatswana, President Lucas Mangope was the country's first and only elected president. South African ambassador Tjaart van der Walt has been put in charge of running the country. The new South African constitution calls for Bophuthatswana to be permanently reintegrated into South Africa. Residents of the area have already been granted South African citizenship.

Tuesday, March 15, 1994

ANCHOR DESK

****

* Transport your students on an interactive, electronic journey to the Okefenokee National Wildlife Refuge. Science and geography will come alive for students as they explore this fascinating ecosystem. Call 1-800-344-6219. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Zlata Filipovic's diary has become a best-selling account of one young person's life in war-torn Bosnia.	3:30
HEADLINES	3	SHUTTLE COLUMBIA UPDATE...	:30
WHERE IN THE WORLD?	4	This country contains Mt. Everest, the world's tallest mountain...	1:00
OUR WORLD	5	Nepal's young people embrace Western technology while trying to preserve their cultural traditions.	4:40
BOWLING	6	Historical facts about bowling...	:30
INTERNAT'L DESK	7	Japan has become the second-largest market for bowling in the world.	3:05
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Zlata Filipovic	Anne Frank	diary	Muslim-Croat Federation
arranged marriage	recession	Nepal	camaraderie

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - BOSNIA DIARIES

1. Who is Zlata Filipovic? What is the story behind "Zlata's Diary"? Why do you think this book has become a best seller?
2. With whom is Ms. Filipovic compared in the video? Why is this comparison appropriate? Distribute the HANDOUT (pg 3) to students. Read with them the diary extracts included in the HANDOUT. Teachers of younger students may wish, in addition, to provide students with contextual information about Anne Frank. Have students complete the HANDOUT by:
   a. answering the questions.
   b. preparing contemporary or future diary entries for each author.

   Have students share their answers and diary entries. Use this activity to introduce, refresh or expand classroom journal writing activities.

OUR WORLD - NEPAL CHANGES

3. Have students locate the nation of Nepal on a world map. In small groups, have students gather information about Nepal's history, geography, economy, government and society. Have groups exchange their information in a class discussion. Replay this portion of the video for students. Ask: Given what you know of Nepal, what changes illustrated in the video do you think will have the greatest effect on life there? Discuss.
4. Describe ways that the capital city of Kathmandu is a powerful modernizing force on surrounding villages. According to the anthropologist interviewed in the video, what will happen to the village of Raniban 5-10 years from now? What might be some of the positives and negatives of a "metropolitan" Raniban?

INTERNATIONAL DESK: JAPANESE BOWLING

5. How can bowling's success in Japan be attributed to both economic and social factors? In what ways are Japanese bowling centers different from centers in other countries? What kinds of patrons are these upgraded facilities attracting? Why?
6. How might bowling in Japan be different from bowling in your country? Gather students into groups of 2 or 3 and distribute the HANDOUT (pg 4.) Have students:
   a. read and complete Part 1 of the HANDOUT, choosing one term to demonstrate to the class.
   b. present their demonstrations.

   Discuss with the class how difficult or easy it is to explain colloquial terms non-verbally. Reconvene groups and have each investigate bowling terminology. In Part 2, each group should consider if its members could explain each term well enough to be understood by someone who cannot speak the langu-age and/or is unfamiliar with the game. Can a sport that was invented in one culture be completely "translated" into another?

STUDENT HANDOUT: WAR DIARIES

DIRECTIONS: Read these brief extracts from the war diaries of Zlata Filipovic and Anne Frank and answer the questions posed below.

"Extraordinary things can happen to people who go into hiding. Just imagine, as there is no bath, we use a washtub, and because there is no hot water in the office... all seven of us take it in turns to make use of this great luxury." - Entry for Sept. 29, 1942
Anne Frank - "THE DIARY OF A YOUNG GIRL" c1952 Otto H. Frank

"The circle is closing, Mimmy, and it is strangling us. Sometimes I wish I had wings so I could fly away from this hell... But to do that I need wings for Mummy, wings for Daddy, for Grandma and Grandad and...for you Mimmy. And that's impossible... That's why I have to keep taking all this... and hoping it will pass and I will not suffer the fate of Anne Frank." - Entry for Sept. 29, 1992
Zlata Filipovic - "ZLATA'S DIARY: A CHILD'S LIFE IN SARAJEVO" c1993 Zlata Filipovic

1. What are the feelings and moods expressed by each author, writing on the same day, 50 years apart?

2. Under what circumstances were each of these entries written? How are these circumstances similar? How are they different? What has been the fate of the authors? Given the circumstances whereby each entry was written, how would you characterize human relations in the past 50 years? Explain.

3. If Ms. Frank were there at Zlata's side when she wrote her entry, what do you think she would have felt or said?

4. What aspect of the war experience suffered by both authors would be missing from either diary if it had been written about them by another person, say a father or mother?

5. How might keeping a diary have helped each author through her ordeal?

6. If you were in a similar situation to either of these authors, what would be the hardest thing for you to endure? What would you do to help cope with your circumstances? Explain.

Today Anne Frank, if she were still alive, would be 65. Imagine you are transcribing her diary entry for today. What would she write? Write a similar entry for Ms. Filipovic for the year 2046. Express in the entry your hopes for the future and how the world may change in 50 more years. Share your entries in class.

STUDENT HANDOUT: TERMINAL TERMINOLOGY

DIRECTIONS: (Part 1) Many sports terms defy translation. Look at the examples below and consider how you would explain each term to someone who does not share the same language(s) as you. Use any means available except written or spoken words. You may not even be familiar with some of these terms, so you may need to do some research before you offer an explanation. In some cases, more than one term has been given for you to choose. Use the space provided for notes and diagrams about your explanation.

#	SPORT	TERMINOLOGY
1.	Luge	- "Losing your head"
2.	Cricket	- "Caught at silly mid-off" "Bowled out by a Googly"
3.	Croquet	- "Roquet Croquet"
4.	Basketball	- "Dribble penetration" "Slam dunk"

Pick one term. Demonstrate your explanation to the class without words and without identifying the term beforehand. How successful was your explanation?

(Part 2) Investigate terms used in Ten Pin Bowling, such as Turkey, Gutterball, Strike, Spare, etc. How would you explain the literal and figurative meaning of each of these terms to someone who:

a. did not know the game or
b. did not know your language?

Can a sport invented in one country or culture be completely "translated" into another? How might Japanese Bowling be a different experience to bowling in your country or vise versa, even if the rules of both games were identical? Explain your answer.

Wednesday, March 16, 1994

ANCHOR DESK

****

Teachable Tech and Turner Educational Services have developed an exciting new training system for effective integration of video technology into the classroom. To find out costs and further details, call 1-800-367-3170.

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Events in Bophuthatswana, South Africa, prove that ordinary citizens, rather than politicians, affect change.	3:15
HEADLINES	3	RABIN AND CLINTON TO DISCUSS MIDEAST PEACE...	:45
BUSINESS DESK	4	The Rent-To-Own industry often charges customers interest at more than 100% per year.	3:10
WHERE IN THE WORLD?	5	Facts about Nicaragua...	1:30
OUR WORLD	6	World Education -- Nicaragua (Part I): For many in Nicaragua the need to survive overrides the need to learn.	3:00
NEWSDATE	7	Today in history... 1935...1985...1993	:30
LOOK AHEAD	8	Tomorrow: Koko's World	:30
CLOSE	9		1:20

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

King Good Will Zwelithini Inkatha Humberto Belli "toy tyrants"

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY - SOUTH AFRICA

1. How do the celebrations in Bophuthatswana mark a new era for the homelands? To what extent is the ANC a unifying force among the disenfranchised in South Africa? Discuss.
2. What message does the Bophuthatswana situation send to the "toy tyrants" in South Africa? Who are the "toy tyrants"? In your opinion, what should be their fate?
3. To what extent does the end of South African apartheid reveal the tribal, ethnic and cultural diversity of the region? Group students. Have each group choose and investigate a cultural group in South Africa and prepare a brief oral report. Have students share their reports with the class, then discuss what might happen in the April elections and afterwards. Is a western-style democratic electoral system the only true and appropriate method of selecting a leader? Have students use their research to justify their answers.

OUR WORLD - WORLD EDUCATION: NICARAGUA (PART I)

4. At what point does a "school education" become irrelevant? As students examine the segment, have them consider what their priorities would be if they lived under the same circumstances as the students who were shown in the video. Then discuss: If forced to choose between working for the survival of your family now OR improving the family lot in the future, what would you do? Given students' answers, discuss what would be the most appropriate immediate steps the Nicaraguan government could take to improve the lot of lower-income Nicaraguans.
5. What minimal conditions have to be in place in order for a government to be able to guarantee free public education? Group students and have each group:
   a. Brainstorm a list of infrastructures needed to run an efficient country-wide (U.S., state-wide) school system. Students should consider utilities, teacher and staff training, school supplies, kitchen facilities, etc.
   b. Prepare contingency plans for situations where one or more of these requirements are not available.
   c. Assign a school day to each group and make the assigned group's members responsible for ensuring that their school day will run as usual. For example, classes will run on time, lunch will be warm, etc.

   After each group has run their day, discuss with the class what infrastructure needs they depend on for their education. Ask: How could you attain a high school education if your government could not guarantee the services necessary for an education?

DESK: RENT-TO-OWN

1. BEFORE VIEWING: If you wanted to buy an expensive item, such as a car or television, how could you pay for your purchase?

2. AFTER VIEWING: Explain how the "rent-to-own" system works. Why do some consumer advocates claim that the industry is unfair to its customers? How does the industry respond?

3. Use the STUDENT HANDOUT (pg 4) to help your students understand some of the basic concepts of borrowing money.
   a. Distribute the HANDOUT and have students consult consumer finance books or banking/lending professionals to help them formulate definitions for, and learn more about, the terms on the HANDOUT.
   b. Review students' definitions and ask students to write down any other terms and their meanings that they may have come across in their research.
   c. Have the class combine all the definitions with information obtained in lender interviews.
   d. Assist the class in composing an informative brochure entitled "What Every Student Should Know About Credit."

4. Why do some people use the rent-to-own method? What are some of its advantages? How do its interest rates compare to those of banks and credit cards? How does the rent-to-own method of purchase provide some people with opportunities they may not have otherwise?

5. When can the use of credit be a benefit to the consumer? When does it become a problem? Invite a credit counselor to speak to the class about responsible use of consumer credit. Generate a class discussion about the most common abuses of credit and how to avoid them. How does a poor credit rating "cost" a consumer in the long run? Discuss.

6. Divide the class into groups. Have each group select a specific appliance or car and determine its total cost: (a) if paid for in cash, (b) if financed through a local bank and (c) if purchased through a "rent-to-own" plan (for cars, students should consider a lease here.) Instruct students to determine also the benefits of each method of payment. Have groups present their findings. Is cash always the best method of payment? When might it not be? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

rent-to-own fine print annual interest rate credit disclose

BEST COPY AVAILABLE

STUDENT HANDOUT: FINANCE TERMS

DIRECTIONS: If you were about to borrow money to buy a "big ticket item," e.g., a house, car or major appliance, you would need to know the meaning of the terms below. Consult consumer finance resources or interview bankers or other finance personnel to help you write each definition.

1. credit:_____

_____

2. interest:_____

_____

3. installment:_____

_____

4. loan balance:_____

_____

5. due date:_____

_____

6. grace period:_____

_____

7. collateral:_____

_____

8. late charge:_____

_____

9. credit check:_____

_____

Review your answers in class. Add other terms and definitions to this list that you may have come across in your search. As a class, create an informative brochure entitled "What Every Student Should Know About Credit" and present it to your library.

Thursday, March 17, 1994

ANCHOR DESK

****

* Spring is on the way! It's time to try something new from *
* the Turner MultiMedia Language Arts Library! May we suggest *
* TNT's Phantom Tollbooth? It's a fanciful tale of discovery and *
* it has a guide that makes learning fun! Call 1-800-742-1096. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Could Syria become a key player in the Mideast peace talks?	4:30
HEADLINES	3	TONYA HARDING PLEADS GUILTY IN KERRIGAN ATTACK CONSPIRACY...	1:00
OUR WORLD	4	(PART II) Education in Nicaragua is polarized in favor of the rich.	3:30
NEWSFACT	5	Gorillas live in the rain forests of central Africa...	1:00
SCIENCE DESK	6	Koko the gorilla communicates with her human friends via sign language.	3:00
CLOSE	7		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

curfew Golan Heights Hafaz Assad elite polarized entrepreneur

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY - MIDEAST PEACE

1. What is the "painful decision" that Israeli Prime Minister Yitzhak Rabin is willing to make regarding the Golan Heights? How did Israel acquire this land? How could a decision over the future of the Golan Heights contribute to the peace talks?
2. Divide the class into small groups. Have students research the roles played by U.S. President Clinton, Israeli Prime Minister Rabin, Syrian President Assad and PLO Chairman Yasser Arafat in the Mideast peace process and share their findings. Then challenge each student to choose one of these leaders and, acting as that person, write a letter to one or all of the others explaining what "he" will do to bring about peace in the Middle East and asking "his" counterpart for specific concessions in return. Have student volunteers read their letters. After each letter, have the class consider the possible ripple effects of each concession toward a lasting peace.

OUR WORLD - EDUCATION IN NICARAGUA (PART II)

3. Compare public vs. private education in Nicaragua. What advantages does a Nicaraguan student attending private school have over his/her public school counterpart? How is education "polarized" in Nicaragua?
4. How is public education funded in your community? Working in small groups, have students investigate the sources of funding for local schools and discuss their findings in class. Could any of these methods of financing work to upgrade the public schools of Nicaragua? Why/Why not?
5. What is an entrepreneur? What does Minister of Education Humberto Belli mean when he says his country "does not need many professionals but we need a lot of small entrepreneurs"? Based on what you know of Nicaragua's economy, do you think it can offer employment for everyone who graduates from its public and private schools? State your rationale.
6. How would you design a curriculum to promote the development of business in Nicaragua?
   a. Divide the class into groups. Have each group research the natural resources, exports, imports and major industries of Nicaragua and share their information.
   b. Then, have each group of students choose one kind of business/industry that they think could be established in Nicaragua and design a basic high school curriculum or list of courses that would help a student prepare for that field.
   c. Have each group present its business/industry and list of courses.

   Besides the necessary education, what other considerations must be taken into account in order for each new business/industry to generate jobs and "pump" money into the economy? Discuss.

DESK: GORILLA LOVE

1. BEFORE VIEWING: What do you know about sign language? What different types of sign language systems exist? How difficult is a sign language to learn?

2. AFTER VIEWING: What skills does Koko use to sign? How likely do you think it is that Koko will pass on the skill of signing to her baby or to Ndume?

3. What sign languages are commonly used? Group students. Have groups research different sign language systems for comparison and share their research. Ask: Why was American sign language chosen for Koko? Based on your research, do you think it was the appropriate choice? Why? Why not? How might using a different system either change or improve Koko's vocabulary?

4. Is manual or sign communication difficult to learn and use? Challenge students who show a real interest in signing to write a short story to sign for the class; or, have them sign a familiar story and challenge the class to determine the story. Videotape volunteers presenting their stories that will be used in classes for the hearing impaired.

5. If given the chance, what questions would you ask Koko? Distribute the HANDOUT (pg 4.) The class will need access to a chart or dictionary of the American sign system or a derivation thereof. After careful review of the video, have students prepare three questions they would ask Koko. These questions should be phrased in a way that students think Koko could understand. The questions should be relevant to the gorilla, her situation and circumstances. Have students share their questions and discuss what they would expect as answers. Would having a conversation with a gorilla be the same as having one with a person? What differences would you anticipate?

6. What other forms of communication do gorillas use? Discuss with students what they have observed of animal communication behaviors from visiting zoos or watching nature programs. Ask students to observe the interaction between Koko and Ndume in the segment. What forms of communication could students identify? Have volunteers describe and interpret what they saw. Do you think Koko will try to "sign" with Ndume? Why? Why not? Would Ndume learn any signing skills from Koko? Do you think Koko will realize Ndume lacks signing skills?

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

lowland gorilla reproductive prime handler American sign language

STUDENT HANDOUT: GRILLING A GORILLA

DIRECTIONS: If given the chance, what interview questions would you ask Koko? How would you know what to sign?

1. Find a suitable dictionary or resource on American sign language or a derivation thereof. A possible source is given at the bottom of this handout to help you.
2. Carefully review the video. What kind of questions do Koko's handlers ask her? What kinds of responses do they get?
3. Based on your assessment of Koko's receptive and expressive language capabilities, prepare 3 questions that you would most like to ask her. Use the spaces below to write down your questions, both in English and in sign pictures.
4. Phrase your questions in a way that you think Koko can understand. Make sure that your questions are relevant to the gorilla, her situation and circumstances.

QUESTION #1 _____

_____

SIGN:

QUESTION #2 _____

_____

SIGN:

QUESTION #3 _____

_____

SIGN:

Share your questions with the class. What do you expect would be likely answers from Koko? Would having a conversation with a gorilla to be the same as conversing with a person?

---------- CNN NEWSROOM: RELIABLE RESOURCES ----------

O'Rourke, Terrance J. A BASIC COURSE IN MANUAL COMMUNICATION. National Association for the Deaf. Silver Spring, MD., 1973.

Friday, March 18, 1994

ANCHOR DESK

****

Teachable Tech and Turner Educational Services have developed an exciting new training system for effective integration of video technology into the classroom. To find out costs and further details, call 1-800-367-3170.

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	The space shuttle Columbia is scheduled to land today after a successful mission.	2:10
HEADLINES	3	MIDEAST PEACE TALKS TO RESUME?... NELSON MANDELA CANCELS MEETING WITH ZULU KING.	:40
THIS WEEK	4	THIS WEEK, a new CNN NEWSROOM Friday segment, is a look back at the week's top stories: South Africa and the Middle East.	2:20
CAREER CHOICES	5	Summary of average annual U.S. wages based on education	:20
CAREER CHOICES	6	(Part I - Overview) The job market of the future will be very different from today's.	4:55
NEWSFACT	7	Facts about monasticism	:30
EDITOR'S DESK	8	The monks of Santo Domingo de Silos have created a surprise hit music album.	2:35
CLOSE	9		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

shuttle glow introspective Freedom Alliance service industries

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY - SPACE SHUTTLE COLUMBIA

1. To what extent is the "routine" nature of the current Columbia mission a significant achievement for both NASA and the future of space exploration?

THIS WEEK - THE MIDDLE EAST

2. What was the purpose of Prime Minister Rabin's meeting with U.S. President Clinton this week? How has the atmosphere in the MidEast between Israelis, Syrians and Palestinians changed since Mr. Rabin's visit to Washington, September 1993, to sign the peace accord? In your opinion, what can the U.S. do to aid the restoration and progress of the peace process?

THIS WEEK - SOUTH AFRICA

3. What conditions have caused the formation of the South African Freedom Alliance? Why is this alliance unusual? Why do its members intend to boycott the April elections? What do they want instead? Should a separate region of South Africa be set up for those blacks and whites who, for one reason or another, do not support the constitutional process? Explain.

OUR WORLD - CAREERS (PART I) - OVERVIEW

4. What do you want to do when you have finished school? Do you agree or disagree with the advice given in the segment about the most important steps to finding the right job? How does your education help to broaden the range of job choices available to you?

5. In preparation for next week's series on careers have students:
   a. Review the segment and use information from it to prepare interview questions for an adult acquaintance or relative.
   b. Interview someone who is working in a career or job that is of potential interest to the student.
   c. Devise interview questions that address how the interviewee found his/her current job, what that job is, how it was obtained, what qualifications are needed, etc.

   Have students bring their interview results to school to discuss in class. What patterns, in the job market or in personal career planning, can students discern from the interviews that have been shared in class? Use the interviews for comparison and discussion with the careers series.

NEWSQUIZ

6. Distribute the NEWSQUIZ (pg 4). Have each student write each newsmaker's name in the appropriate box. ANSWERS: SOUTH AFRICA: Good Will Zwelithini, Nelson Mandela, Lucas Mangope; MIDDLE EAST: Yasser Arafat, Yitzhak Rabin, Hafaz Assad; NICARAGUA: Humberto Belli; BOSNIA: Zlata Filipovic. Have students cut out this first set of "Newsmaker" cards and write information about each newsmaker on the back.

BEST COPY AVAILABLE

DESK: SINGING MONKS

1. BEFORE VIEWING: When you walk into a CD or record store, how many different kinds of music do you hear and see? Name some of the kinds of music that are sold in these stores.

2. AFTER VIEWING: What kind of music have the monks at the Santo Domingo de Silos Monastery made popular? How do they describe this music? Why do you think it is selling so well?

3. What does the Gregorian Chant represent to the Monks who recorded this album? What does the term "cloistered" mean? How is the style of the Gregorian Chant representative of the lifestyle led by these men?

4. Divide the class into groups. Have each group of students locate and bring to class one example of religious music. Encourage a wide variety of samples. Play each example for the class. Generate a class discussion about what a particular kind of music can tell you about the philosophy and culture behind a religious doctrine. For example, what is different about Gospel Music as compared to the Gregorian Chant, even though both represent Christianity? Discuss.

5. One disc jockey states in the video that the monks' album is so popular because it provides the listener with a peaceful feeling in an otherwise stressful world. Challenge small groups of students to search stores or catalogues to find other audio or visual products that help people to relax and have students share their information in a class discussion. Then invite a mental health professional in to explain how listening to a rain forest tape or watching fish swim in an aquarium help to calm a person. Ask the speaker to provide the class with instruction on how to reduce stress and relax mentally.

6. What purposes, other than religious, does music serve? Brainstorm with students to generate a list of the different purposes that music serves (music that makes a political/social statement, parody, etc.). Write the list on the board. Divide the class into groups and direct each to write a song that fits one category. Allow groups to perform their music or read their lyrics to the class. Using students' creations, discuss different ways that music can inform, entertain and stimulate the mind.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Roman Catholic tranquil monastery solitude chant royalties

Mar. 18, 1994

NEWSMAKERS

DIRECTIONS: Each box below is labeled with the name of a region that has been in the news this week. Match each "newsmaker" listed below with his/her region by writing that name in the proper box.

NEWSMAKERS:

Good Will Zwelithini
Yasser Arafat
Nelson Mandela
Lucas Mangope
Zlata Filipovic
Yitzhak Rabin
Hafaz Assad
Humberto Belli

SOUTH AFRICA	THE MIDDLE EAST
Newsmakers:	Newsmakers:
NICARAGUA	BOSNIA
Newsmakers:	Newsmakers:

Check your answers. Now, cut out each box and indicate briefly each newsmaker's role in the week's news on the back of that box. The boxes are now your first set of "Newsmaker" cards. Keep them in your classroom and add more cards as you watch CNN NEWSROOM daily.

Monday, March 21, 1994

ANCHOR DESK

****

* Witness the historic signing of the "Israeli-Palestinian Peace Accord" in this new video title from Turner MultiMedia. Meet the people who must make this agreement work after years of combat and confrontation. Call 1-800-742-1096 to order today. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The first U.N. relief convoy since October reaches the Bosnian Muslim enclave of Maglaj with a strong military escort.	3:00
HEADLINES	3	5.3 RICHTER SCALE AFTERSHOCK ROCKS SOUTHERN CALIFORNIA	:45
CAREER CHOICES	4	Statistics about the growth of jobs in environmental fields in the U.S. since 1988.	:30
FUTURE DESK	5	(Career Choices - Part II) Environmentalism is a key growth industry for the future.	4:00
WHERE IN THE WORLD?	6	This nation became independent in 1970. English is the official language. (Gambia)	1:15
OUR WORLD	7	Junior Achievement, a successful program in the U.S., is "setting up shop" in Gambia.	2:45
SPRING HAS SPRUNG!	8	For those in the Northern Hemisphere, today is the first full day of Spring.	1:00
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

axiom Junior Achievement enclave corridor business potential

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - BOSNIA

1. How have the residents of Maglaj reacted to the arrival of the U.N. convoy? Why had no convoys been able to reach Maglaj during the winter? What conditions did U.N. relief workers find on their arrival? How might conditions in Maglaj compare with those in Sarajevo and the other U.N. "Safe Zone" areas?
2. The people of Maglaj have been cut off from much of the outside world for 5 months. What news of the world and developments in the war do you think they would most want/need to know? Gather students into small editorial groups. Challenge each group to prepare a two-sided news sheet, 8 1/2 X 11, hypothetically to be distributed with supplies in Maglaj. Groups should:
   a. Research the top news stories since October 1993 as they relate to Bosnia.
   b. Research other major news topics that group members think would be of essential interest to those in Maglaj.
   c. Discuss the layout, format, pictures (if any), text and stories that should be included in their news sheets.
   d. Write and prepare enough finished copies of their news sheets to give to each member of the class.

   Have each group distribute the copies of their "Maglaj News" to the class and have students critique the differences and presentation of each in a free discussion. Ask: If you were cut off from the world for half a year, what do you think would be the most important aspects of the news you would want to hear about upon your release?
3. What is the "corridor" to Maglaj referred to in the video? Have students study a map of the area and determine the location of Maglaj and the terrain that surrounds it, relative to the rest of Bosnia. Students should determine from where convoys would most likely have to come and through what terrain they would have to travel. How might U.N. commanders ensure the Maglajians of continued supplies by convoy in the coming months? Given the current status of the war, what lengths should the military escorts of such convoys be prepare to go to keep the "corridor" open? Discuss.

OUR WORLD - GAMBIA

4. What is Junior Achievement? Invite a student or adult with experience in Junior Achievement or in similar such programs to view and discuss the segment with students in class and answer questions as to the origins, goals and methods of Junior Achievement programs.
5. What makes Gambia an ideal candidate for the introduction of Junior Achievement? Have students use text and media resources to prepare a brief profile of the economy, politics and geography of the country. In light of student research discuss the minimal infrastructure requirements that are necessary for a program such as that described in the segment to be viable.

DESK: CAREERS - PART II

1. BEFORE VIEWING: Why do you think that people have become more environmentally-aware over the past few years? How might this environmental consciousness generate a demand for new careers and expertise in this field?

2. AFTER VIEWING: How would you describe Kate Davis' job? In what way does she feel she is contributing to the preservation of the environment? What tasks does she perform that help to "preserve the delicate balance of life" in the wetlands?

3. Review the video with students, having students note the different aspects of an environmental engineer's job and what physical and mental tasks one would have to perform in that position. Have students share their ideas in class. Generate a discussion about the academic connections between these on-the-job tasks and what students are learning in math, science, language arts and other classes. What academic skills and knowledge would be helpful to these engineers and why? Discuss.

4. What other environmental careers exist and what special training or courses does each require?
   a. Distribute the HANDOUT (pg 4) to groups of students.
   b. Have each group use available resources, including human, such as your school's Guidance Counselor or other career professional, to find out what other environmental careers exist, what each professional does and what training or special courses are necessary.
      Students may be interested to know about other environmental careers, such as environmental law, leaking underground storage tank removal, asbestos remediation, and hazardous waste removal.
   d. After recording their information on the HANDOUT, have groups share it with the class.

   Have each student choose one of the environmental careers cited and locate the name of a business and an individual working in that field. Challenge students to write letters to these professionals, asking them to describe the challenges of their careers, how they got started in that field and what young environmentalists could do now to prepare for future jobs in those occupations.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

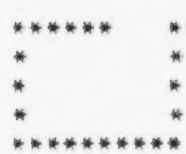
wetlands	monitoring	habitat restoration	internship
entry-level	encroachment	multi-disciplinary	management

STUDENT RESOURCE: ENVIRONMENTAL CAREERS

DIRECTIONS: Besides environmental scientists like the one profiled in today's FUTURE DESK segment, what other environmental careers exist and what special training or courses would one need to take in order to pursue one of them? Find out as much as you can about environmental careers and fill in the information below. You may wish to consult your Guidance Counselor or other career professional as a resource.

ENVIRONMENTAL CAREER/ BRIEF DESCRIPTION	SPECIAL TRAINING/ DEGREES/ COURSES

Share your information with the class. Choose one of the occupations that you or another student has described and write a letter to someone in that field, asking him/her to describe the challenges of that career, how he/she got started and what a future environmentalist could do now to prepare for a career in that field.



Tuesday, March 22, 1994

ANCHOR DESK

Transport your students on an interactive, electronic journey to the Okefenokee National Wildlife Refuge. Science and geography will come alive for students as they explore this fascinating ecosystem. Call 1-800-344-6219.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	The creation of an "information superhighway" takes a step closer to becoming reality.	3:10
HEADLINES	3	U.N. TO REOPEN BOSNIAN AIRPORT... U.S. SENDS PATRIOT MISSILES TO S. KOREA...	1:00
NEWSFACT	4	Facts about the Church of England	:45
INTERNAT'L DESK	5	Great Britain is facing a crisis of empty churches.	3:05
SPORTS PAGE	6	Former basketball star Michael Jordan has been reassigned to baseball's minors.	:45
OUR WORLD	7	(PART III in our series on Career Choices) Auto repair is becoming a hi-tech career.	4:10
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

Bill Gates, Craig McCaw, information superhighway, fiber optic cable, technician, agile, imports, vocational school, electronics

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - SATELLITES

1. What is the Teledesic plan? In your opinion, what will be the demand for the types of services offered potentially by Teledesic? From whom will such demand come? If the services described in the segment were commonplace, for what do you think they would most likely be used?
2. Distribute the STUDENT HANDOUT (pg 4.) Discuss as a class how a new jargon could be created for the Information Superhighway by extending the metaphor and using other traffic terms to describe communication situations. Challenge students to:
   a. Imagine a metaphoric usage for each term/phrase on the HANDOUT as it might relate to the Information Superhighway.
   b. For each term/phrase create a brief scenario illustrating the metaphor in a practical future communication situation.
   c. Gather students into small groups. Have each student share what he/she thinks is the best scenario, then have each group choose one to perform as a skit for the class.
   d. Arrange a performance period/day for students' skits.

   Discuss: How might you be the person in a "real life" information superhighway scenario of the future?
3. What legislative and logistical battles does the Teledesic system face? How might dealing with the rigors of legislation slow traffic on the Information Superhighway to a standstill? What other information and communication technology might supersede Teledesic in the mean time? Discuss.

OUR WORLD - CAREER CHOICES (Part III)

4. How has the technology of the automobile industry changed as microcircuit technology has advanced? How has repairing a car changed from the days of the "shade tree mechanic"? Who will be the mechanic or "hot rodder" of the future? What natural skills must he/she have? What skills must be acquired? How might the job of auto mechanic further evolve in the near future? Discuss.
5. How important is it for you to get a job in a particular field? Have students:
   a. List their favorite occupations. Consider academic, recreational and extra curricular interests.
   b. Add to the list the skills/attributes that are required for each of these occupations.
   c. Consider the jobs or occupations they would like to do that also include using those talents, skills and preferences identified in "a" and "b."

   Have students share their lists. Discuss viable career options with the class, given current general trends in occupations and using the video segment as a prime example. How many different kinds of jobs might you consider in your life? Explain.

```
*****  *     *  *****  **  *
  *    * *   *    *     * *
  *    *  *  *    *       *
  *    *   * *    *       *
*****  *    **    *       *
```

***** DESK: BRITAIN'S EMPTY CHURCHES

1. BEFORE VIEWING: Name some of the world's great houses of worship. Who built them? What do they symbolize?

2. AFTER VIEWING: What crisis is affecting some of Britain's great churches? Why is this happening? How is the crisis affecting the church structures themselves?

3. Have groups of students research the Church of England, from its beginnings with King Henry VIII to its current status in Great Britain. Have groups share their information in a class discussion. How has the Church changed over the years? How have the British received those changes? Is the Church still a vital political and social force in their lives? Discuss.

4. Divide the class into small groups. Have each group choose one of Europe's great churches and prepare a detailed report about its history and architecture. Encourage groups to use visual aids if possible. After all presentations are complete, generate a class discussion about the current uses of these buildings. Are all of them still used as houses of worship? If not, what circumstances have necessitated a change in their use? Discuss.

5. Take the class on a field trip to explore the architecture of houses of worship in your area. Have students draw diagrams as they tour the facilities, noting the different structural designs and features that make each church unique. Ask students to speculate as to the reasons for these designs and features and how each could be adapted to an alternative use.

6. What is happening to the "empty" churches of London? Review the video with students. Ask them why the empty churches cannot be torn down. What would happen to old churches that cannot sustain themselves financially in your community? Direct small groups to consult local governments to find out what happens to buildings that meet the requirements for a historical landmark in your area. What other uses best suit a structure that has outlived its original purpose but has historical value to a community and a culture? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Sir Christopher Wren	Fire of London	medieval	parishioners
Church of England	alternative use	Renaissance	commissioners

STUDENT HANDOUT: STRETCHING A METAPHOR ACROSS A HIGHWAY

DIRECTIONS: If, or when, the Information Superhighway becomes a reality, there are bound to be glitches. Extend the metaphor of the Info Highway. Look at the traffic terms below. In each case think how each term could be used as an extended metaphor in reference to a situation on the Information Superhighway. Use the space under each to create scenarios where these metaphors could apply.

A crash in the HOV lane

- - - - - - - - - - - - - - - - -

Heavy traffic in the clover leaf at spaghetti junction

- - - - - - - - - - - - - - - - -

Pulled over doing 79 in a 65 zone

- - - - - - - - - - - - - - - - -

Switching lanes to get to the exit ramp

- - - - - - - - - - - - - - - - -

Tailgating a semi

- - - - - - - - - - - - - - - - -

Pick your favorite scenario and metaphor to perform as a skit for the class.

Wednesday, March 23, 1994

ANCHOR DESK

****

* Inside the Turner MultiMedia Science and Health Catalog, you will find the very best in educational videos, video subscriptions, laserdiscs, and books! Call 1-800-742-1096 to request yours today! *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Italian voters, appalled by revelations of political corruption, go to the polls in the most important elections since 1948.	4:05
HEADLINES	3	The U.S. House of Representatives call for Congressional hearings on Whitewater. In South Africa, Ciskei leader Brigadier Oupa Gqozo resigns.	1:00
BUSINESS FACT	4	What is an employee-owned company? What are examples of the largest of such companies?	:45
DUSINESS DESK	5	To keep a good cup of coffee in town, 40 people in Carlock, Illinois, bought the cafe.	2:25
CAREER CHOICES	6	The U.S. Hispanic population is expected to be 40 million people by the year 2010.	:20
OUR WORLD	7	(Careers - PART IV) Speaking two languages is an asset for the future U.S. work force.	4:15
CLOSE	8		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

political corruption organized crime Dr. Poggiolini bilingual

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - ITALIAN ELECTIONS

1. Why are the upcoming Italian elections a significant event in the modern history of the country? What may be the long term repercussions for the country of the corruption scandal that has rocked the Italian political hierarchy?
2. What is the political history and structure of modern Italy? Group students. Have each group:
   a. Research the history of modern Italy from the beginnings of unification, since 1859, to the present.
   b. Determine from their research the types of government that have ruled the country, the effects of each government's policies on Italy and reasons for their demise.
   c. Prepare a recommendation as to the best form of government to control the future of Italy. Students should be able to use historical precedent to back their recommendations.

   Have groups share and critique their recommendations. How would their proposed changes help create a governmental system of checks and balances sufficient to prevent the return of the current widespread political corruption in Italy?

OUR WORLD - CAREER CHOICES (PART IV)

3. Why has bilingual education become an important aspect of the U.S. education curriculum? What advantages/disadvantages are there to learning a new language along with other school work?
4. Why did Julia Guajardo become a teacher? In your opinion, what personal and professional qualities make for a good teacher? Do you agree or disagree with Ms. Guajardo's statement that "anybody who really wants to be a teacher can be a teacher"? Explain.
5. In what other occupations is bilingualism a singular asset? If you were well versed in more than one culture or language, how would you use that knowledge in planning your future? Discuss.
6. What languages are growing more prevalent in the world?
   a. Divide the class into five groups.
   b. Assign to each group one of the five populated continents.
   c. Distribute multiple copies of outline maps of each assigned continent to the respective group.
   d. Using media resources, have groups determine for each country what languages are spoken and the rate of change in population over the past 20 years.
   e. Using color map displays, have group members compile their information to show how each language is growing or receding with the change in population.

   Invite groups to share their research and devise a standardized system to illustrate a large scale wall map of the world. Ask: Given the research results, what languages should become priorities for future generations of students to learn? What impact might future patterns of human migration have on your answer?

Mar. 23, 1994 (3)

AMERICAN CAFE

DESK:

1. BEFORE VIEWING: What would you do if there were only one restaurant in your community and it closed down?

2. AFTER VIEWING: How did the town of Carlock, Illinois, respond when their only restaurant closed? Besides making a profit, what else motivated people to invest their money and time in ownership of the restaurant?

3. Some of the investors in Carlock Corporation also work at the restaurant. Can you think of any commercial companies that are employee-owned? What might be some advantages of such an arrangement? What might be some disadvantages?

4. Introduce students to different forms of business ownership with the help of the STUDENT HANDOUT (pg 4.)
   a. Have students work in groups to describe each form of ownership listed on the HANDOUT and its positive and negative aspects. Review students' responses.
   b. Ask students: Can you think of any other forms of business ownership that are not listed on the HANDOUT? Have students compare the Carlock Countryside Restaurant to each of the different kinds of ownership and determine its form.

   Then challenge students to search their community for as many different examples of business ownership as they can find and share their examples with the class.

5. Suppose you wanted to buy a business. What would you need to consider? Divide students into groups and direct each to choose a business it wants to "own."
   a. Have groups list all the elements of the business that they will have to consider as they secure funding to purchase that business (e.g., inventory, insurance, employee salaries, purchasing or leasing the business site).
   b. Direct students to investigate realistic estimates for each consideration.

   Invite a local commercial banker to explain the criteria bankers use in deciding to lend or deny money to new businesses. Have the banker review group lists and explain which businesses would be considered "high risk" from a banker's point of view.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

investors CEO return on investment employee-owned corporation

Thursday, March 24, 1994

ANCHOR DESK

Spring is here! It's time to try something new from the Turner MultiMedia Language Arts Library! May we suggest TNT's Phantom Tollbooth? It's a fanciful tale of discovery and it has a guide that makes learning fun! Call 1-800-742-1096.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The leading presidential candidate in Mexico has been assassinated.	3:30
HEADLINES	3	BOSNIA UPDATE... MAGIC JOHNSON TO COACH L.A. LAKERS...	1:30
SCIENCE DESK	4	A computerized ship-piloting simulator teaches navigation without the risks.	4:00
DEFINITION	5	Entrepreneur: A person who organizes, operates and assumes the risk for business ventures. ---American Heritage Dictionary	:20
OUR WORLD	6	(PART 7 in our Career Choices Series) Seven years ago, Kevin Abt risked it all to embark on an entrepreneurial dream.	4:20
CLOSE	7		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Luis Donaldo Colosio	Tijuana	brainchild	bottom line
Carlos Salinas de Gortari	PRI	franchise	venture capitalist

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - MEXICO SHOOTING

1. Who was Luis Donaldo Colosio? What was he doing at the time of his assassination? Why was he believed to be the front-runner in the race for President of Mexico? Is this kind of violence characteristic of Mexican politics? Explain.
2. Working in small groups, have students research to familiarize themselves with Mexico's political parties and discuss their information in class. What factors have made the PRI the leading party in Mexico since 1929? Why does Colosio's assassination threaten to throw the country into turmoil? Discuss.
3. Generate a class discussion about the aftershocks of an assassination of a major political leader. In general, what kind of ripple effect results? Why? Have students speculate as to the possible effects of the Colosio assassination on Mexico's political and economic institutions. What measures do you think the Mexican Government could pursue to mitigate these effects? Discuss.

OUR WORLD - CAREER CHOICES (PART V)

4. What is "Takeout Taxi"? How did the concept get its start? What risks did Kevin Abt have to take to implement his ideas? What was the most difficult challenge at first?
5. How would you define the word "entrepreneur"? Working in small groups, have each group of students research the life and times of one entrepreneur, famous or not. Have groups present their profiles for the class in the form of skits, reports or mini-documentaries. Ask: What common characteristics do these individuals share? Do you think you could ever be an entrepreneur? Discuss.
6. Direct each student to divide a piece of paper in half lengthwise and write the words "academic skills" at the top of one column and "people skills" at the top of the other.
   a. Replay the video and have students categorize all the skills Kevin Abt uses in his business as either "academic" or "people" skills.
   b. When the video is over, ask students to share their responses and discuss what other skills Abt might use that were not demonstrated in the video.
   c. Ask students: What classes or subjects do you think would be most helpful to a future entrepreneur?
   d. Invite a local college professor or other educator to talk to the class about "people skills" and teach a mini-course in communications, management or other related field.

   Challenge groups of students to draw up four-year course plans for students serious about careers in business. What academic and people skills should they learn? Why? Discuss.

BEST COPY AVAILABLE

DESK: LAKE SIMULATOR

1. BEFORE VIEWING: What is a simulator? In what fields of expertise are simulators used?

2. AFTER VIEWING: What are the advantages and disadvantages of using a simulator as a training tool? Explain.

3. How does the lake simulator compare with other kinds? Have you ever used a simulator? Discuss how some video games are kinds of simulators. What are some potential uses for simulators?

4. What is the difference between ocean and lake or river navigation? Have groups brainstorm lists of factors to be considered in navigating a ship at sea or in a confined area, such as in a lake or river. Using these ideas and information from the video, have each group speculate how training methods for navigating in each area would differ. Have groups share their comparisons and discuss how simulation activities can help a captain or pilot who is unfamiliar with navigation in one of these areas receive advice and training.

5. How does a ship's captain learn how to navigate his/her vessel? Have students create a navigation simulation in the schoolyard.
   a. Group students. Select one group to be judges.
   b. Using P.E. equipment, tables, boards, chairs, ropes, etc., challenge each group to design a maze representing a navigational channel through shallow or obstructed waters. Mazes should include a definite path to be followed.
   c. Distribute multiple copies of the HANDOUT (pg 4), colored markers and one blindfold per group.
   d. Have groups draw a diagram of their maze on the HANDOUT.
   e. Have judges select one member from each group to attempt a navigation of the maze blindfolded. As the attempt is made, group members should chart his/her progress. Stop the attempt if he/she bumps into the sides.
   f. Repeat the activity, but this time have another student "guide" the blindfolded student "ship" through the maze verbally by providing information on his/her exact position. Have students chart the progress.
   g. Have groups switch mazes and roles and try anew.

   Continue this activity until at least one member of each group succeeds in crossing all the mazes guided and without incident. Gather the class. Discuss with students what they learned from this activity and how such skills could be used in other areas.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

simulator maritime nautical waterway navigation ship pilot

STUDENT HANDOUT: ALL AT SEA SHIP SIMULATOR

Knowing your exact position is extremely important to a ship attempting to navigate successfully in shallow or congested waters, such as in a lake, harbor or shipping channel.

DIRECTIONS: You will need a blindfold and materials to construct a maze for this activity.

1. Select a large flat area in your school yard.
2. Construct a maze using P.E. equipment (with permission), tables, boards, ropes chairs etc. Your maze should include a definite path to be followed. Keep it fairly simple since you or your classmates will be attempting to run it without sense of sight. Diagram the maze in the space provided below.
3. Blindfold the "volunteer" selected by the judges. Have her/him act as a "ship" and "navigate" the maze without ANY help from anyone. Chart the path taken by this "ship" in one color on your diagram. If the "ship" bumps into the side of the maze, he/she has run aground and the attempt is concluded.
4. Repeat the trial, only this time have a group member call out directions to the partner, providing detailed information as to his/her position in the maze. Record the path taken by this "ship" in a second color on the chart.
5. Repeat until every one in the group has had an opportunity to both run and direct a maze operation.

DATA CHART -- MAZE OR CHANNEL DIAGRAM

Compare and contrast the results of the trials with and without guidance. Why is information about the exact location, speed and direction of a "ship" important? How can what you have learned from this activity be applied in other areas? Try your techniques on other groups' mazes.

Friday, March 25, 1994

ANCHOR DESK

Turner Adventure Learning combines the content of books, the speed of telecommunications and the excitement of live pictures from remote locations. This Spring, transport your students live to the battlefield at Gettysburg. Call 1-800-344-6219 now!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Mexicans mourn the death of presidential candidate Luis Donaldo Colosio.	3:10
HEADLINES	3	U.S. PRES. CLINTON TALKS ABOUT WHITEWATER...	:40
THIS WEEK	4	This week, CNN NEWSROOM brought you news from Mexico, Italy and Bosnia.	1:45
NEWSFACT	5	Demand for physicians' assistants exceeds supply of new graduates 8 to 1.	:20
OUR WORLD	6	(CAREER CHOICES - PART VI) Physician's assistant is one career option for those with a passion for medicine and people.	4:30
NEWSQUOTE	7	"Well, if this is poetry, it is very easy to write." ---J.W. Mackail from "Life of William Morris" (1899)	:20
EDITOR'S DESK	8	Poetry is making a comeback.	2:45
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

decree instability Chiapas physician's assistant minor surgery

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - MEXICO MOURNS

1. How are Mexicans reacting to the assassination of Luis Donaldo Colosio? Why did the Mexican Stock Exchange and banks shut down on Thursday? Besides the assassination, what other recent event has contributed to a sense of instability in Mexico?

THIS WEEK

2. Divide students into three groups. Have each group select either Bosnia, Italy or Mexico, review this week's events in each country and follow the political developments there for the next week. Direct groups to prepare 5-minute television "news broadcasts" to bring the class up to date on what is happening in these countries. Challenge students to create interesting yet historically accurate "broadcasts."

OUR WORLD - CAREER CHOICES: PART VI

3. What is a "P.A."? Describe some of the duties of a P.A. Why is this occupation especially important in some rural areas?
4. Assist students in planning a Medical Careers Day for your school. First, brainstorm with students to generate a list of medical careers that interest them. They may want to consider different physician specialties, as well as other fields such as nursing, pathology, radiology, EMTs, etc. Assign each student or small group one medical field and have the student or group interview a person in that field to learn more about required training and job duties. Have groups set up informative displays and answer questions about the professions they have researched, or invite the medical professionals to speak to students.

NEWSQUIZ

5. This week's NEWSQUIZ is a questionnaire about how to present yourself at your first job interview. Distribute the NEWSQUIZ (pg 4) and blank 3x5 cards. Have students answer the three questions on the 'QUIZ. CNN NEWSROOM recommends (1)c, (2)b, (3)a as the most appropriate answers. Then:
   a. Discuss students' answers and their reasons for them.
   b. Review and discuss, from the perspective of the career fields shown, what likely interview questions and demeanor would have to be considered by the interviewee.
   c. Have students compose multiple choice interview questions (and answers) that address an aspect of acquiring a job.

   Collect students' cards. Address each question to the class for answers, critique and discussion. Have the class compile the best questions into a booklet on interview strategies. Invite a school counselor to review the booklet for possible inclusion in the school's career advice materials. Distribute copies of the finished booklet to the class.

March 25, 1994 (3)

POETRY RESURGENCE

EDITOR'S DESK:

1. BEFORE VIEWING: What is your opinion of poetry? What evidence do you have to support your opinion?

2. AFTER VIEWING: How is poetry "returning to its roots" through the resurgence of interest seen in the video? How is performance poetry different from your conception of the medium?

3. How is the performance poet, or anyone who is prepared to perform publicly or write poetry about topical issues, an "unacknowledged legislator of the world"? Cite literary historical precedents in your answer. What power does the poetry of language have in the modern world? In your life?

4. Divide students into groups. Have each student select a favorite poem, song lyric or rap. Students should share their choices in the group.
   a. Explain to students that their group is to perform a choral reading of one of their selections. (NO MUSIC!)
   b. Review with students effective strategies for reading or reciting aloud to an audience singularly and as a group.
   c. Have groups choose one item from member's choices to practice and perform for the class.

   Stage a performance for the class/school. Critique students' work. What aspects of the chosen pieces best lent themselves to oral expression? What did not work? Why?

5. Brainstorm with the class a list of current news topics shown on CNN NEWSROOM. Challenge the class as follows:
   a. As a class, pick a sequence of at least 7 topics.
   b. Have each student create a rhyming couplet about each topic. Ex.: For the Clintons there's no quarter
      Over a land deal called Whitewater
   c. When students are ready, select a group at random to perform its couplets, intermingling its ideas by trading each topic spontaneously in the group.

   Invite students to join or start their own living poetry group.

6. Discuss with students some of the formal styles of poetry that have been developed, their uses and history. Assign groups of students a particular style. Choose three topics from the news and have each group compose poems in their assigned style, addressing each topic. Share students' work. How does poetic style impact how topical ideas can be expressed and exchanged?

---------- EDITOR'S DESK: TODAY'S NEWS TERMS ----------

full bloom jammin' slang art form unacknowledged legislators

BEST COPY AVAILABLE

CAREER CHOICES: INTERVIEW U.

What advice would you give to someone approaching his/her first job interview? What advice would you seek to make sure your first interview is a success?

DIRECTIONS: Imagine that you are to interview for a job that you really would like to get. Read the sample multiple choice questions and scenarios posed below. Mark your answer by circling a letter. In each case explain your choice in the space provided.

1. You are selecting the clothes you are going to wear for your interview. Your selection:
   a. should reflect your true personality, who you are.
   b. should be designed to show you at your stylish best.
   c. should be conservative, subdued and provide no distractions to the interviewer.

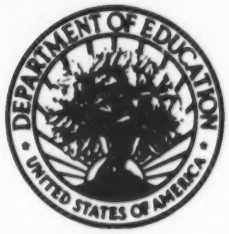
---

2. Your interview is at 1 o'clock in the afternoon. It takes approximately 40 minutes to get to the interview from your present location. You should leave:
   a. at 11:45 , b. at 12 c. at 12:15

---

3. Your interviewer asks you for your opinion of your teachers and the people in your class with whom you work closely. Do you:
   a. address the question briefly and in positive terms?
   b. give a lengthy analysis of relationships with the other members of your class?
   c. tell the interviewer what you think of the class your school and its teachers?

Review the Career Choices series. Using the segments of the series as a basis, compose a multiple choice interview question of your own. The question should address an aspect of acquiring a job and pose possible answers. Some suggested topic areas might be: How do you sit, behave in an interview? How do you follow up the results? How do you physically and mentally prepare for the interview? Write your question on a 3x5 card. Write your answer on the back of the card. Be prepared to discuss your question and answer in class.



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

(9/92)

Monday, March 28, 1994

ANCHOR DESK

Teachable Tech and Turner Educational Services have developed an exciting new training system for effective integration of video technology into the classroom. To find out costs and further details, call 1-800-367-3170.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Smokers and cigarette companies are facing increasing pressure from health advocates.	3:45
HEADLINES	3	VIOLENT WEATHER STRIKES SOUTHEASTERN U.S....	:45
NEWSFACT	4	By the year 2000 it is estimated that 1 in 4 U.S. corporate employees will telecommute.	:30
FUTURE DESK	5	Telecommuting is becoming a popular and efficient way for some people to work.	2:20
SPORTS PAGE	6	U.S. President Clinton watches his favorite team advance in the NCAA Tournament.	:30
OUR WORLD	7	Young students at Foshay Elementary School in Los Angeles are learning the art of animation.	2:35
AGENDA: EARTH	8	Pennsylvania black bears, once threatened by growth, now number in the several thousands.	:20
THE ECOLOGY	9	Habitat destruction endangers the primate most closely related genetically to humans.	2:55
CLOSE	10		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

animation nicotine Surgeon General primatologist Orangutan

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY - SMOKING

1. Why would health authorities be concerned about the possible alteration of natural nicotine levels in cigarette tobaccos? If it could be proven that manufacturers have deliberately manipulated nicotine levels in cigarettes to keep smokers "hooked," what government action, if any, do you think would be appropriate? Have students respond in brief letters of advice to Surgeon General Elders. Share students letters and discuss the pros and cons of their ideas.
2. Why is Surgeon General Elders against an outright national ban on smoking? What might be its consequences? Divide the class into 3 groups to represent smokers, tobacco producers and cigarette manufacturers; non-smokers; and health advocates and government officials. Have groups investigate possible legal and constitutional ramifications that would affect all citizens under a smoking ban. Debate: RESOLVED: Tobacco smoking is a public health hazard to smokers and non-smokers alike and henceforth is considered a federal offense.

OUR WORLD - ANIMACTION

3. What is a Public Service Announcement? How is the AnimAction program helping students at Foshay Elem. reconcile personal experiences of the recent earthquake through creating animated PSAs? In your opinion, should the AnimAction program continue to limit its subject matter to social issues? In what other topics or school subjects might an animation program be a useful contribution to your understanding of a subject?
4. Through discussion invite the class to pick 5-6 social issues that they think could be advanced or explained by means of a cartoon. Gather students into small groups.
   a. Give each group "flip books" made from sheets of recycled plain paper cut into four pieces and stapled on one edge.
   b. Have each group assign roles to its members, choose a topic and "animate" it using the flip books as the medium.
   c. Groups may use multiple flip books to complete their story, adding "chapters" or extra books, as needed.

   Arrange an "animation" display day where groups reveal their topics/storylines and premiere their flipbooks for the class.

THE ECOLOGY - ENDANGERED ORANGUTANS

5. What factors have contributed to the decline in the numbers of the orangutan? Group students. Have each group choose a specific aspect of orangutan study to research. Topics may include population distribution, genetic studies, habitat and food, etc. Have groups share their findings and prepare a class display or video illustrating the plight of the orangutan and what strategies could best be employed to save the species. Share students' work in an exhibition at the school.

BEST COPY AVAILABLE

```
***** *   * ***** *   * *****  *****
*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  TELECOMMUTERS
```

1. BEFORE VIEWING: Describe a typical workday for most people you know. Where do they work? What are their hours?

2. AFTER VIEWING: What is telecommuting? Why do the workers interviewed in the video like telecommuting? In what ways has telecommuting made them more productive?

3. What are some of the pros and cons of telecommuting? How might telecommuting affect your life?
   a. Distribute the STUDENT HANDOUT (pg 4).
   b. Replay the video and generate a class discussion about the positives and negatives of telecommuting.
   c. Working in groups, have students brainstorm other pros and cons and write all their ideas on the HANDOUT.
   d. After exchanging their responses, ask groups to pinpoint arguments employers might use in deciding to use or reject telecommuting as an employment option.
   e. Generate a class discussion about the positive/negative effects that telecommuting could have on the environment, city services and other businesses.

   What would your life be like as a telecommuter of the future? Have each student write a brief description of a typical day in his/her life as a telecommuter 20 years from now.

4. How has modern technology made telecommuting possible? Tour a local office or office supply store with students to introduce them to the most up-to-date office machines and computers and their uses. Then challenge groups of students to "invent" a piece of office equipment that will further improve productivity for future workers. Groups may wish to create drawings or models or write descriptions of their inventions. Have each group present its invention and have the class cite the idea that is most original and most useful.

5. Instruct each group to choose a period in 20th Century U.S. History and investigate how the workplace has changed. Have each group present its findings to the class. What social, political and technological events have had the greatest impact on the workplace? How has each affected the productivity of the U.S. worker? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

telecommuting productivity environmental guidelines pilot project

March 28, 1994 (4)

STUDENT HANDOUT: TELECOMMUTING - PROS & CONS

DIRECTIONS: Review today's FUTURE DESK segment and come up with a list of positives and negatives associated with telecommuting. The video will help give you some ideas.

TELECOMMUTING POSITIVES	TELECOMMUTING NEGATIVES

What arguments might an employer have FOR or AGAINST allowing his/her employees to telecommute? What effects, positive and negative, might telecommuting have on the environment, city services and other businesses?

What would your life be like if you were a telecommuter? Write a brief description of a typical day in your life as a telecommuter 20 years from now.

Tuesday, March 29, 1994

ANCHOR DESK

****

* Forget the hassles of bus schedules and permission slips. *
* TURNER ADVENTURE LEARNING will deliver a LIVE, interactive, *
* learning adventure right into your classroom. *
* Call 1-800-344-6219 for more information. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
** TEACHERS: We recommend that you preview today's TOP STORY. ** It contains violent images that may disturb some students.			
OPENING	1		1:00
TOP STORY	2	A Zulu protest against South African elections turns violent in Johannesburg.	4:30
QUIZ	3	When was Nelson Mandela freed from imprisonment by the South African Government?	:30
ELECTION UPDATE	4	A rightist alliance is headed for an upset victory in Italy's national elections.	:45
INTERNAT'L DESK	5	The Women's Party is emerging as a significant voice in Russian politics.	3:10
NEWSDATE	6	On this date...1943...1973...	:30
OUR WORLD	7	Can kids learn to "just say no" to tobacco?	3:00
LOOK AHEAD	8	NEXT WEEK: We take you out to the ballpark.	:30
CLOSE	9		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

Inkatha Freedom Party ANC Zulu F.W. de Klerk Nelson Mandela
Goodwill Zwelithini Mangosuthu Buthelezi SmokeFree 2000 lure

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM
Curriculum materials by Teachable Tech, Inc.

TOP STORY - VIOLENCE IN SOUTH AFRICA

1. Why is the Inkatha Freedom Party promoting a boycott of South Africa's first all-race elections in April? How does their position put South Africa "on the brink of destabilization"?
2. What are the underlying causes of tensions between the African National Congress and the Inkatha Freedom Party? Working in small groups, have students research the political, social and economic forces that brought these factions into power in South Africa, and share their information in a class discussion. How are their goals different? Under what conditions could a compromise be arranged between them? Discuss.
3. What possible scenarios could unfold as South Africa makes its first attempt at representative democracy? Have groups gather information about the current situation in South Africa and share it with the class. Distribute poster board or large paper to each group and challenge each to create a "flow chart" illustrating the political possibilities for South Africa, whether or not the elections are held as planned. Have groups present and explain their flow charts. What political "course" do students think South Africa will follow? Have them predict the political climate in that country a year from now and state their rationale.

OUR WORLD - KIDS AND SMOKING

4. Why are critics of smoking increasing their efforts to inform young people of its dangers? How does the latest report from the Surgeon General's office substantiate these claims?
5. Critics of tobacco companies say that the companies' ads "lure customers" into smoking. Ask: What effect, if any, do these ads have on you?
   a. Divide students into groups. Have each group search magazines and other print media for examples of cigarette ads and bring their examples to class.
   b. In their groups, have students determine what ads they feel are most persuasive and why.
   c. Have groups present these ads and their explanations to the class.

   Ask students: Are any of these ads powerful enough to lure you into smoking? Why/Why not?
6. Ask students to evaluate informally the kinds of anti-smoking programs that they have participated in, either in school or in civic/church groups. Do students feel that these programs are effective? Why/Why not? What components of each program did they find most worthwhile? Divide the class into groups and challenge each to come up with an outline for an anti-smoking campaign aimed at teens. Each group will present its idea to the class who will select the best presentation and send it to Surgeon General Elders.

BEST COPY AVAILABLE

March 29, 1994 (3)

***** DESK: RUSSIAN WOMEN

1. BEFORE VIEWING: How has the social upheaval since the fall of the Soviet Union affected the lives of the typical Russian man and woman?

2. AFTER VIEWING: How are women "striking back" at the hardships caused by post-Soviet Russian economic changes?

3. How has the role and position of women in Russian society today changed from that established for them under communism? Group students. Assign to each group a 10-year period since 1914.
   a. Have groups trace the evolution of the part women have played in molding the Russian character and society, searching literary, news and historical sources for facts.
   b. Encourage groups to document their findings by producing a poster in the style of Russian revolutionary art.

   Display student posters chronologically. Ask them if the political power that women wield currently has the potency to act as a force for permanent change for Russian women. Have students respond by citing examples from their research.

4. How does the lot of Russian women compare to that of women worldwide? Distribute the HANDOUT (pg 4). Assign, or have each student choose, a country other than the U.S. or Russia.
   a. Watch the video segment and have students note what is shown about the status of women in Russian society.
   b. Have students rate the quality of Russian women's societal roles on a scale of 1-10 (1=poor, 10=good), showing their opinions as to the fitness of current conditions for women compared with that of their male counterparts.
   c. Have students conduct a similar women's study for the country they have chosen or been assigned.

   Have students compare their two assessments and revise each in light of the other. Share students' work. Discuss the current standing of women in the world compared with that of men.

5. What reasons are given in the video for the growth of the Women's Party in the new Russian Parliament? What part do you think the party might play in shaping the direction of Russia's path to a market economy? Do you agree/disagree with the member of the Russian Parliament who stated that "Women are more flexible...(and will) save Russia"? Explain your answer.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

male chauvinism formal quota Nomeclatura coalitions

STUDENT HANDOUT: THE WORLD OF WOMEN

DIRECTIONS: As you review the segment, note what is shown about the status of women in Russian society in each category below. Conduct further study, if necessary, to be able to accurately assess women's role and position. Assign each category a number grade from 1-10 (1=poor, 10=good), showing your opinion of the fitness of current conditions in Russia for women compared with that of their male counterparts. Conduct a similar study for the country that you have chosen or been assigned and grade it, also. Record your grades and observations on this chart.

CATEGORY	WOMEN'S ROLES AND POSITION IN RUSSIA	GRADE	WOMEN'S ROLES AND POSITION IN:	GRADE
SUFFRAGE AND POLITICAL RIGHTS				
RELIGION AND RELIGIOUS PRACTICES				
MARITAL LEGAL & PROPERTY RIGHTS				
CULTURAL PRACTICES -RITES OF PASSAGE				
ROLE IN CHILD-REARING				

Compare your assessments/grades to those your classmates made of other countries. In your opinion, what is the current standing of women in the world when compared with men? To what extent is a diversity in male/female roles in society necessary? To what extent does diversity lead to differences and, therefore, to inequalities? Are inequalities between the sexes inevitable? Discuss.

Wednesday, March 30, 1994

ANCHOR DESK

Inside the Turner MultiMedia Science and Health Catalog, you will find the very best in educational videos, video subscriptions, laserdiscs, and books!
Call 1-800-742-1096 to request yours today!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Businessman Silvio Berlusconi has swept to victory in the Italian elections.	4:30
HEADLINES	3	Mexico's ruling political party has chosen Ernesto Zedillo, an economist, as its next presidential candidate.	:45
NEWSFACT	4	A worldwide economic recession has led to employment problems for the world's leading industrialized nations.	:30
BUSINESS DESK	5	Unemployed workers in France seek new ways to make ends meet while searching for jobs.	3:40
NEWSDATE	6	Today in history...1867...1945...1981	:30
SPORTS PAGE	7	This summer the U.S. will host, for the first time, the FIFA Soccer World Cup.	:30
OUR WORLD	8	Soccer has become a favorite sport for American youth.	2:30
CLOSE	9		1:20

EDITOR'S NOTE: TODAY'S NEWS TERMS

National Alliance Umerberto Bossi Silvio Berlusconi piazza

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

TOP STORY - ITALIAN ELECTIONS

1. How is Mr. Berlusconi different from most Italian politicians? In your opinion, to what extent were the votes cast for his Forza Italia party votes against any incumbent? Why?
2. What were the principal campaign messages of the Forza Italia party? Using news sources, have students investigate recent political, economic and social trends in Italy. To what extent do you believe Mr. Berlusconi will be able to form a government and deliver on his campaign promises? What factors might affect his ability to do so? What problems will his nascent government have to tackle as first priorities?
3. What is a coalition? How is one formed? Divide the class into four groups. Distribute M&Ms, at random, to the class. Make sure each student has at least two M&Ms.
   a. Challenge each group to decide what color of M&Ms is the best color by discussing their relative merits.
   b. Students should consider the color of the M&Ms that they hold and the techniques they would use to persuade the group that their favorite color is the best.

   When each group has arrived at a consensus or, at worst, agrees to disagree based on their arguments, reconvene the class and discuss how the process of building a consensus evolved in each group. Have the groups then try to persuade each other as to the merits of one color M&M over another. What techniques might Mr. Berlusconi use to draw together a majority consensus government under his leadership?

OUR WORLD - KID'S SOCCER

4. To what would you attribute the successful growth of soccer as a family pastime? What aspects of the game most appeal to players and spectators? What aspects of the game make it the preferred choice of many parents for their children when compared with other popular team sports? Discuss.
5. What might be the highest aspirations of a talented young soccer player? Given soccer's popularity, why is there no national professional soccer association of the caliber of other team sports (NASCAR, Major League Baseball, the NBA, the NFL)? What would it take to form such an association?
   a. Divide students into groups. Have each group represent a potential franchise within a national soccer association.
   b. Groups should choose a location and stadium, pick home and away colors, design uniforms, merchandising etc.

   Have groups share their ideas and decide on league game rules, points, divisions and a championship game. Discuss with students how a league, as they have construed it, could become a reality. How does a healthy professional organization help further the cause of a national team in World Cup competition?

Mar. 30, 1994 (3)

FRANCE'S JOBLESS

EDITOR'S DESK:

1. BEFORE VIEWING: What is meant by the term "unemployment rate"? How does a high unemployment rate affect one's ability to find a job in his/her chosen field?

2. AFTER VIEWING: Now that he is unemployed, how does Charles Krieff occupy his time? Describe his education and business experience. How has high unemployment forced him to alter his expectations of finding a job for which he is qualified?

3. What is an "employer's market"? How does it impact a potential employee's personal "marketability"? Invite a career counselor or human resources professional to class to explain what a person can do to make himself/herself stand out among other applicants, especially in a poor job market. Ask the counselor to assist each student in the compilation of a personal resume, based on the student's experiences and interests. Have students edit each other's resumes for spelling, grammar and presentation, then type their resumes, if possible.

4. Working in small groups, have students find out what government financial assistance is available to unemployed workers in your community. Generate a class discussion about how long one can collect these benefits and how much a person can receive. What is the source of this financial aid? How does a strong job market benefit the government as well as job seekers? Discuss.

5. Use the HANDOUT (pg 4) to help students understand the political and economic factors that contribute to unemployment in industrialized nations.
   a. Distribute the HANDOUT to groups of students. Have each group use available resources to locate the current unemployment rate in each country listed, as well as any economic and political factors that lead to unemployment, and fill in the chart on the HANDOUT.
   b. Have groups exchange information in a class discussion. Focus students on some common political and economic reasons for unemployment.

   Ask students to consider the impact of international trade agreements such as NAFTA, GATT and the European Common Market. Do these kinds of agreements have any effect on job prospects for workers in your family? Discuss.

EDITOR'S DESK: TODAY'S NEWS TERMS

recession employer's market francs social security destitute government assistance full-time job overqualified soup kitchen

March 30, 1994 (4)

STUDENT HANDOUT: GLOBAL UNEMPLOYMENT

DIRECTIONS: Use any available resources to help you find information on the current unemployment rate of the industrialized nations listed below. Describe any political and economic factors that could be contributing to that statistic.

INDUSTRIALIZED NATION	UNEMPLOYMENT RATE	CONTRIBUTING POLITICAL & ECONOMIC FACTORS
CANADA		
GREAT BRITAIN		
FRANCE		
JAPAN		
GERMANY		
ITALY		

Share your information with the class. What are some common political and economic reasons for unemployment?

Consider the impact of international trade agreements. Do they have any effect on whether or not someone in your family has a job? State your rationale.

Thursday, March 31, 1994

ANCHOR DESK

Spring is here! It's time to try something new from the Turner MultiMedia Language Arts Library! May we suggest INT's Phantom Tollbooth? It's a fanciful tale of discovery and it has a guide that makes learning fun! Call 1-800-742-1096.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Another step is taken on the long journey to peace in Bosnia-Herzegovina and Croatia.	3:10
MIDDLE EAST PEACE	3	Israel and the PLO reach agreement on security arrangements for Hebron.	:45
AT ISSUE	4	What attracts journalists to "Whitewater"?	2:45
TAKING CARE OF BUSINESS	5	Economic jitters send the U.S. Stock Market on a downward trend.	:30
SCIENCE DESK	6	The U.S. Weather Service will soon have a new "eye in the sky."	3:20
NEWSDATE	7	On this date...1889...1917...1949....	:30
OUR WORLD	8	She's a weightlifter in a class by herself.	2:30
CLOSE	9		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Krajina Serbs	Madeleine Albright "Goes Next"	NOAA	John Shalikashvili sexual revolution	Croatia dilemma
press corps				

COPYRIGHT (C) 1994 CABLE NEWS NETWORK, INC. ALL RIGHTS RESERVED.
COPYRIGHT (C) 1994 TURNER EDUCATIONAL SERVICES, INC.
ALL RIGHTS RESERVED.
May be reproduced for classroom use with CNN NEWSROOM

Curriculum materials by Teachable Tech, Inc.

ANCHOR DESK March 31, 1994 (2)

TOP STORY - BOSNIA

1. What action taken by Croats and Muslims has helped move Bosnia closer to peace? How did the U.S. play a role in the process? What is the next step for the Federation?
2. Working in small groups, have students investigate the situation in neighboring Croatia and report their findings to the class. What started the war there almost three years ago? Has there been any progress towards peace? Why do students think Croatia receives less media attention than Bosnia? Discuss.

AT ISSUE - WHITEWATER

3. Before viewing, tell students that they are going to assume the roles of T.V. reporters and that the video is to be used as part of a "press briefing" about Whitewater. Pair students and distribute the HANDOUT (pg 4). Then:
   a. Have pairs use notes and news sources to formulate appropriate ideas and questions for a report on Whitewater and a profile of an individual involved. Guide students as they develop questions for the profile.
   b. Direct students to use newspapers and news reports to collect answers to their questions.
   c. When students have completed their reports and profiles, allow time for pairs to rehearse.

   Videotape students and allow time for the class to view the tape. To what extent is Whitewater a necessary production of the media as part of their role as the "watchdog of democracy"?

OUR WORLD: FEMALE WEIGHTLIFTER

4. Divide the class into small groups. Have each group choose a sport dominated traditionally by males and locate information about female athletes who compete in that sport. What physical and mental challenges do these female athletes face? Have groups present their information in a class discussion. Poll students to find out if they think females should be allowed to compete against males in ALL, SOME or NO sports. Have student volunteers state the rationale for their opinions.

SCIENCE DESK

5. How is weather satellite information interpreted? Before viewing the segment, assign to each student a 6 degree longitudinal section of the globe. Assign to each student a latitudinal segment that is contiguous with other map sections. Distribute the HANDOUT (pg 3). First, have students identify and map their grids. Then, using textbooks and weather maps, have them identify and describe on their grids the common prevalent weather patterns in their sectors at this time of year, indicating wind direction, temperature, humidity, etc. Have students compare charts. To what extent does weather prediction rely on a consistent interpretation of data?

March 31, 1994 (3)

STUDENT HANDOUT: WHITHER WEATHER?

DIRECTIONS: "Goes Next" satellites will observe developing weather conditions as they orbit Earth. Look at the grid below:

a. Identify where the longitude and latitude coordinates of the top left hand corner of the grid given to you by your teacher correspond to a place on the world map. Write these coordinates in the top corner of the grid.
b. Using a world map, copy and identify the terrain/ocean of your grid section. NOTE: Each line represents one degree.
c. Using textbooks and weather maps, identify the common prevalent weather patterns in your sector at this time of year.
d. Using conventional international weather symbols, describe the likely weather patterns for the current season. Indicate wind direction, likely temperature range, humidity, etc.

longitude:_____ latitude:_____

Compare your chart to that of the student(s) whose chart is adjacent to yours. How are your estimates different for the same season of weather conditions? How are they similar? Why? Discuss. To what extent does the prediction of weather rely on a consistent interpretation of such data? Explain.

STUDENT HANDOUT: FROM THE ANCHOR DESK

DIRECTIONS: You have just been hired by a new local T.V. station. As part of your station's coverage of the Whitewater situation, you have been assigned to write a straight news report on the situation and to profile one of the individuals involved. Use the guidelines below to assist you as you collect information.

THE REPORT - Your primary task in writing the report is to inform your viewing public. You must collect and order information and materials to give a clear picture of your subject. You need to identify key elements in the subject and elaborate using relevant details. Use extra paper where necessary.

KEY ELEMENTS:

RELEVANT DETAILS:

THE PROFILE: In your profile, you will need to convey a sense of your subject's personality while also describing more important aspects of the person's occupation and experience. Go beyond merely reporting the facts to suggest the individuality of the person's character as it shapes, and is reflected by, the events in his/her life.

SETTING:

HOW WILL YOU INTRODUCE THE SUBJECT TO YOUR AUDIENCE?

BACKGROUND -- YOUR SUBJECT'S ROLE IN THE WHITEWATER AFFAIR:

WHAT LEADING QUESTIONS WILL YOU ASK CONCERNING HIS/HER INVOLVEMENT?

IS THERE A RELATED PATTERN OF DEVELOPMENT IN YOUR SUBJECT'S LIFE? WHAT WAS HIS/HER EARLY LIFE LIKE? WHAT ARE HIS/HER PLANS FOR THE FUTURE?